

# Reading Matters

From: *The Early Literacy Coaches*

## Syllable Sense!

### Syllable Techniques to Teach:

- \* Duck Lips
- \* Syllable Chin Drops
- \* Syllable Stomps
- \* Syllable Claps
- \* Syllable Steps
- \* Syllable Scooping

### What is a Syllable?

"A unit of pronunciation that has one vowel sound."

### Syllable Awareness

Understanding that words can be broken down into smaller parts.

### Syllable Concepts

Blending, Segmenting, Counting, Categorizing, Deleting, Adding, Substituting

### Syllable Challenge

How many syllables are in the following words?

1. *fire*
2. *tired*
3. *liar*
4. *vampire*

Answer Key:

1. (1 syllable)
2. (1 syllable)
3. (2 syllables)
4. (2 syllables)

### Blending

Give students 2 or more syllable parts. Have students blend the syllables together to make one word. Say the whole word.

### Segmenting

Give students a multi-syllabic word. Have students segment the word by its syllables.

### Syllable Counting

Encourage students to use duck lips or count the number of syllables in a word using chin drops, claps, stomps, or syllable steps.

### Syllables Around the Room/ Categorizing

Students find objects around the room that have a certain number of syllables. Perform a syllable sort or record the objects with the same number of syllables on a chart. Younger students can draw pictures of the objects and advanced students can write the words.

### Syllable Response Cards

Print numbers 1, 2, 3, 4, 5 individually on separate index cards and give each student a set. Pronounce one word at a time and have students hold up a number card to indicate how many syllables they hear.

### Syllable Deletion

Give students a multi-syllabic word. Take one of the syllable parts away. Ask students which part or parts are left.

*\*When students can successfully perform the deletion tasks with picture cards, try them without manipulatives.*

### Syllable Addition

Ask students to add prefixes, suffixes, or other syllable parts to given words to create multi-syllabic words. Increase the complexity of the words. (For example, photo, photograph, photographic)

### Syllable Substitution

Ask students to replace a part of a multi-syllabic word. For example, substitute fly with boat. *houseboat - housefly*

### Syllable Scooping

Map, tap, and graph multi-syllabic words. Mark the syllable divisions in each word by scooping underneath. Practice reading the word quickly and accurately.

### Odd Syllables

Teach students to recognize and read some of the odd syllables: -age, -ture, -ive, -tion, -cial, -ain, -ence, -sion, -tial, -sci, -ous.

*\*Use manipulatives like picture cards or magnetic shapes to help students represent individual syllable parts. Begin with compound words before moving on to more advanced words. When students have mastered syllable concepts orally, move to syllables in print.*

# Intervention Check-up!

## Key Components of an Effective Intervention Lesson

- |                                                                                                                                                                                                                                |                                                                                                                                                                                      |
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| <ul style="list-style-type: none"><li>• Purpose/Rationale</li><li>• Explicit Language/ Vocabulary</li><li>• I Do, We Do, You Do</li><li>• Modeling</li><li>• Guided Practice</li><li>• Immediate Corrective Feedback</li></ul> | <ul style="list-style-type: none"><li>• Pacing</li><li>• Hands-on Manipulatives</li><li>• Student Engagement</li><li>• Transfer to Text</li><li>• Reflection/Documentation</li></ul> |
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(Adapted from Berks County IU)

*All kids need is a little help, a little hope, and somebody who believes in them."*

*~Magic Johnson*

## Intervention Checklist

- ☐ Intervention logs are up-to-date and student names are current on each log.
- ☐ New/transfer students are added to intervention logs.
- ☐ Items checked off on the intervention log match the needs of the students.
- ☐ A system is in place for recording student absences and progress on intervention logs.
- ☐ Interventions are based on informal diagnostics.
- ☐ Interventions include an explicit I Do, We Do, You Do approach.
- ☐ Students are working on lower skill areas then progressing to higher skill areas on the continuum.
- ☐ When a student masters an intervention skill, he/she is moved to the next area of need on the continuum.
- ☐ Frequent distribution of practice skills is provided during the school day.
- ☐ Data from your daily logs is used to modify future interventions.
- ☐ Data from daily intervention logs is used to plan and differentiate future materials that you use in mini-lessons and whole group lessons.
- ☐ Data from intervention logs is used to communicate with all "stakeholders."  
(Teammates, Guidance Counselors, Literacy Coaches, Instructional Coaches, ESL, Speech Pathologists, Gifted Support Teachers, and etc.)

*"Remember... Every student can learn, just not on the same day or in the same way."*

*~George Evans*

*"For any given intervention group, the focus of the intervention will evolve as time passes. Once the students demonstrate mastery at a level, the focus moves to a more complex skill." --Susan Hall*